R E P O R T R E S U M E S

ED 002 902 24

CHARACTERISTICS OF MEN WHO REMAINED IN AND WHO LEFT TEACHING.

BY- THORNDIKE, ROBERT L. HAGEN, ELIZABETH
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE

REPORT NUMBER CRP-574 PUB DATE 60
CONTRACT OEC-SAE-8189
EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *TEACHERS, *FORMER TEACHERS, INDIVIDUAL CHARACTERISTICS, *OCCUPATIONAL CHOICE, OPINIONS, COMPARATIVE ANALYSIS, GROUPS, *TEACHING, *CAREER CHOICE, MALES, NEW YORK CITY, NEW YORK

SEVERAL GROUPS OF EDUCATORS AND EX-EDUCATORS WERE IDENTIFIED AND COMPARED WITH RESPECT TO APTITUDE VARIABLES AND CERTAIN REACTIONS TO THE JOB OF TEACHING. A SPECIAL QUESTIONNAIRE WAS ADMINISTERED TO THE STUDY SAMPLE OF APPROXIMATELY 660 CLASSROOM TEACHERS, SCHOOL ADMINISTRATORS, COLLEGE TEACHERS, EX-SCHOOL TEACHERS, AND EX-COLLEGE TEACHERS--ALL OF WHOM HAD TAKEN A COMMON BATTERY OF APTITUDE TESTS IN THE U.S. ARMY AIR FORCE DURING WORLD WAR II. IT WAS FOUND THAT THOSE WHO HAD LEFT TEACHING HAD BEEN SIGNIFICANTLY SUPERIOR TO THOSE WHO WERE STILL CLASSROOM TEACHERS ON TESTS OF READING COMPREHENSION, ARITHMETIC REASONING, AND MATHEMATICS. THERE WERE SIMILAR DIFFERENCES BETWEEN THOSE WHO HAD LEFT AND THOSE WHO HAD REMAINED IN COLLEGE TEACHING. THE HIGHER ABILITY OF THE NONTEACHERS WAS PARALLELED BY HIGHER INCOME. THE PRIMARY DISSATISFACTION IN TEACHING IN BOTH GROUPS WAS WITH PAY INCOME. OTHER FOCAL POINTS OF CONCERN WERE INADEQUATE STATUS, DUTIES OTHER THAN TEACHING, AND LACK OF INTEREST BY PUPILS. THE GENERAL PATTERN OF CONCERNS AND SATISFACTIONS IN TEACHING WAS MUCH THE SAME FOR BOTH GROUPS, AND THESE OPINIONS WERE APPARENTLY NOT RELATED TO INTELLECTUAL ABILITY AS INDICATED BY THE WORLD WAR II TEST RESULTS. (JH)

ED002902

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

CHARACTERISTICS OF MEN WHO REMAINED IN AND LEFT TEACHING

Cooperative Research Project No. 574 (SAE 8189)

Robert L. Thorndike and Elizabeth Hagen

Teachers College
Columbia University
New York 27, N. Y.

The research reported herein was performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare

Table of Contents

Background of the Study	1
Plan for the Present Study	2
Results	7
Income	8
Aptitude Test Scores	9
Satisfactions and Frustrations	11

List of Tables

Table 1	Subjects Taught by Elementary and Secondary School Teachers	17
Table 2	Subjects Taught by College Teachers	18
Table 3	Monthly Income Reported by Different Occupational Groups	19
Table 4	Mean Standard Scores of Teachers and Ex-Teacher Groups in Air Crew Aptitude Tests.	20
Table 5	Sources of Major Satisfaction in Teaching	21
Table 6	Major Sources of Dissatisfaction and Frustration in Teaching	22
Table 7	Reasons for Leaving Teaching	23
Table 8	Factors Mentioned as Important for Getting Self (or Other Men) into Education and Holding Them There	24

Background of the Study

During World War II a selection testing program was developed in the Army Air Force for the selection and classification of men to serve as pilots, bombardiers and navigators. A comprehensive day and a half test battery was administered to a total of more than half a million men between 1942 and 1946.

In 1955 we were fortunate enough to receive funds from the Grant Foundation that permitted us to follow up a sample of 17,000 of these men into later life to find out what their subsequent work careers had been and determine the extent to which the test records from World War II were predictive of later occupational group membership and later occupational success.

In our study, we were able to get information on about 10,000 of these men from civilian life. It was determined that an additional 1500 had died, and a further 1500 were still in the Armed Forces. The remaining 4,000 we were unable to locate within our limits of time and finances. For the 10,000 whom we were able to locate in civilian life we obtained information on type of occupation, income from occupation, and several other indicators of occupational success.

Within the group that we followed up there turned out to be some 500 school and college teachers and educational administrators. In addition, it was clear that a certain number of others had initially entered the field of teaching but had left it by the time that we got information about them. The

possibility of studying a substantial group of teachers and ex-teachers for whom comprehensive test data were available seemed a promising one, so financial support was sought from the U.S. Office of Education to permit us to make a further and more intensive study of the group of men who were currently in education, or who had at some time worked in educational types of work. The distinctive advantage of the data available to us was that we had a group of men, all of about the same age and all entering the world of work at about the same time, on each of whom extensive test data were available. This made it possible for us to compare individuals in different types of educational positions with those who had entered education and subsequently left the field (as well as with our total Air Force population) with respect to a wide range of abilities. In addition, it seemed worth while to determine something of the attitudes toward teaching of the members of this group and to relate these attitudes to the test data that we had available for them.

Plan for Present Study

The basic plan of the present study was to identify several groups of educators and ex-educators within our population, and then to make comparisons among them with respect to aptitude variables and also certain reactions to the job of the teacher. As groups to be studied we separated out classroom teachers, administrators, college teachers, ex-school teachers, and ex-college teachers. Data were sought on members of each of these groups.

Test data that we already had on the members of all the groups described them in terms of their performance in 1943 on the AAF Air Crew

Aptitude Battery. Questionnaire data already in our files for members of the group described their educational and work histories from the time they got out of the Air Force at the end of World War II up to the time they filled out the questionnaire in 1955. To supplement these data, a further questionnaire (shown in Appendix A) was sent out to each man. This questionnaire was designed to serve two functions. In the first place it was to provide information on work history subsequent to 1955. In the second place, it was to provide information on attitudes toward teaching and sources of satisfaction and dissatisfaction with teaching as a profession. In order to provide this information, questions were asked about work history from 1955 to 1959 and current income as of 1959. These were followed by a check list giving possible sources of satisfaction in teaching, each to be checked as having been a major, a minor, or not a source of satisfaction for the individual. Next came a list of sources of dissatisfaction or frustration in teaching, to be checked in the same way. Each list had blanks at the end on which the individual could make additional entries if the sources that were important to him had not been covered in the list. Finally, a free-response question was provided that permitted the individual an opportunity to volunteer the factors that he believed important to bring young men into teaching or hold them there. The check lists for those who had already left the field of teaching were parallel to those for teachers, but were worded in terms that would be appropriate for individuals who were no longer in the field of teaching.

Three types of analysis of results were carried out. The first of these consisted of a comparison of the different groups with respect to their

performance on the Air Crew Aptitude Tests taken at the time of entry into the Air Force. This analysis was directed at answering the question: What kinds of people stay in teaching, and what kinds of people leave it to enter other fields of work?

The Air Crew Aptitude Test Battery was a day and a half battery of tests that yielded the following twenty scores:*

1. Reading Comprehension. A reading test involving fairly complicated and technical material dealing with such things as carburetor icing and the principles of gyroscopic compasses.

2. Mechanical Principles. A test similar to the Bennett Mechanical Principles Test, presenting various types of mechanical situations and requiring the subject to apply the appropriate principle and predict what would happen in the diagrammed or pictured situation.

3. Dial and Table Reading Test. A test requiring the individual to interpolate from a series of dial faces rapidly and accurately, and to find appropriate entries in rather complex tables.

4. Spatial Orientation II. A test requiring the individual to match small sections of aerial photographs with an airplane map of a particular area.

5. Spatial Orientation I. A test requiring the individual to locate rapidly on a large aerial photograph small excerpts from that particular photograph.

---

* For a fuller description, see Thorndike, Robert L. & Hagen, Elizabeth P. 10,000 Careers. New York: John Wiley & Sons, 1959.

6. Numerical Operations I. A test calling for rapid and accurate performance of simple additions and multiplications.

7. Numerical Operations II. A test similar to the preceding one except that it involved subtractions and divisions.

8. Biographical Data-Pilot. An empirically keyed score derived from a number of biographical background items that had been found to be related to success in pilot training. It tended to emphasize mechanical and sports kinds of background.

9. Biographical Data-Navigator. A second empirical key based upon the same battery of biographical items, only now keying those that had predicted success in navigator training. It tended to key items dealing with educational background and previous experience related to numbers and mathematics.

10. Speed of Identification. A simple perceptual test involving the matching of airplane silhouettes on one part of a page with similar silhouettes on a different part of the page.

11. General Information-Navigator. A vocabulary and information test dealing with content related to the activities of a navigator. It covered such things as navigation instruments, astronomy, and the like.

12. General Information-Pilot. A vocabulary and information test covering such topics as airplane information, automobile driving information, and certain types of sports information, that had been found to be related to success in pilot training.

13. Arithmetic Reasoning. A conventional type of reasoning test involving verbal arithmetic problems, but dealing with aviation materials.

14. Mathematics. A mathematics achievement test based primarily upon high school algebra, but including small amounts of geometry and trigonometry.

15. Rotary Pursuit with Divided Attention. A motor coordination test calling for eye-hand coordination on a rhythmic task, with attention directed at the same time to an auxiliary task.

16. Two-hand Coordination. A test involving manipulation of lathe-type controls with two hands to keep a pointer on an irregularly moving target button.

17. Complex Coordination. A task calling for a complex eye-hand-foot coordination to move airplane type controls in response to visual signals.

18. Aiming Stress. A hand steadiness test complicated by a certain amount of verbal heckling and stress stimulation.

19. Discrimination Reaction Time. A test measuring the speed of a choice hand response to a complex visual stimulus.

20. Finger Dexterity. A peg-turning test in which square pegs are removed from their holes rotated through 180 degrees and reinserted rapidly and accurately.

The second main part of our analysis consisted of an examination of the attitudes toward teaching expressed by the members of the teacher groups, and by members of the groups who had previously functioned as teachers for a period but who had left teaching for some other type of work. A consideration of the frequency with which the different alternatives were marked as being

major sources of satisfaction in teaching on the one hand, or major sources of frustration and dissatisfaction on the other provides a basis for judging the prevalence of certain satisfactions and frustrations in the teaching field. A good deal of material is already available on satisfactions and frustrations in teaching, but it is perhaps of interest to examine further the responses of a group of young men all of whom entered teaching in the period subsequent to World War II.

The third type of analysis consisted of a comparison of the attitude responses of individuals in the different subgroups of teachers and ex-teachers, and also of individuals at different levels with respect to their income from teaching and with respect to performance on certain of the tests that were given to them in 1943. The question that we raise at this point is whether the financially more successful teachers have a different pattern of satisfactions and dissatisfactions from those who are less well paid, and whether the teachers who were intellectually more able as indicated by their test performance in 1943 perceive a different pattern of satisfactions and dissatisfactions in teaching than those who were intellectually less gifted.

Results

Among the approximately 10,000 men who constituted the total population that we were able to reach in our follow-up, we found 250 who were currently engaged in teaching at the elementary or high school level. There were in addition 126 administrators, primarily high school principals. A further group consisted of 82 college teachers. We were also able to identify within our total population 172 individuals who had at some time or other taught in

elementary or secondary school but who had left the field of teaching for some other type of employment. Finally, there were 28 individuals who had at one time or another engaged in college teaching, but who at the time of responding to our questionnaire were engaged in some other type of work. Thus, we were able to study a total of 658 men. These were all men who had been from 18 to 26 years old at the time they entered the Air Force as applicants for aviation cadet training in 1943. Thus in 1959 their age range was from approximately 34 years to 42 years. In addition, we know that the men had all qualified on the Aviation Cadet Qualifying Examination in the 1940's, on which the cutting score was about equivalent to the 50th percentile of a high school senior group.

The group of elementary and secondary school teachers worked in a wide range of specific subject areas. Some impression of the variety and of the numbers in each may be found in Table 1. The college group was also highly variable with respect to subject taught; the range and frequency of different subject specializations can be seen in Table 2. The range of occupations which were currently engaged in by those who had left the field of teaching is too wide to permit us to show it well in a table. Occupations represented by three or more individuals include the following: electrical engineer, industrial sales engineer, mathematician, educational director in industry, office manager, sales manager, mail carrier, insurance salesman, real estate broker, general farmer and livestock farmer.

Income. Table 3 provides information on income for the members of the different sub-groups, as reported in 1959. A few individuals in each group

failed to report their income, and the numbers of these are indicated in the table. In those cases in which teachers received only nine or ten monthly pay checks, their pay was pro-rated over the twelve month period. Approximate median incomes are shown at the bottom of the table.

In median income, the classroom teachers fell well below all the other groups. Those who had left teaching surpassed them by more than 25%. At the upper end of the range, the discrepancy becomes even more marked. Only one teacher in 247 reported a monthly income of $800, while 20% of the group of ex-teachers reported incomes of this size. Those men who had gotten into administrative work in the schools fared somewhat better, and their median income was nearly the same as that of the men who had left teaching, but they too showed a dificiency in top-income jobs.

When college teachers are compared with ex-college teachers, the financial disparity is equally marked. Those who had left college teaching reported incomes averaging 25% higher than those who stayed on as college teachers. It is true in this case also that the difference is most marked at the upper end of the scale.

Aptitude Test Scores. We may next compare the scores on the Air Crew Aptitude Tests for the members of our five different occupational groups. In Table 4 the mean score is reported for each of the five groups for each of the twenty tests. These mean scores are reported in the form of standard scores in which the mean for the total population of aviation cadet applicants tested with this battery has been set at zero and the standard deviation of the

total population has been set at 100. That is, a score of +50 signifies a score one-half standard deviation above the mean of the cadet applicant population. This type of a score has been used so that performance on the different tests will be directly comparable.

Comparisons can be made between any two of the five groups in whose scores we are interested. The comparisons that seem of most significance are the comparison of classroom teachers with ex-classroom teachers and of college teachers with ex-college teachers. With test data for 241 classroom teachers and 165 ex-classroom teachers, any difference in standard scores as large as 20 is significant at the five per cent level. On this basis there are three tests that show significant differences between the classroom teachers and ex-classroom teachers. These are reading comprehension, arithmetic reasoning, and mathematics. In each case the ex-classroom teachers performed significantly better than those still engaged in teaching. Since these are perhaps the most academic and intellectual of the tests in our battery, it appears that those who were academically more capable and talented tended to drop out of teaching and that those who remained as classroom teachers in the elementary and secondary schools were the less intellectually able members of the original group.

A comparison of the college teachers with the ex-college teachers suggests that the same type of relationship holds in this case also. However, the numbers are too small for the obtained differences to meet standards of statistical significance. There is only one difference that is significant at the five per cent level, and it is just barely so. This difference is between college

teachers and ex-college teachers in arithmetic reasoning, the advantage being in favor of the ex-college teachers.

Administrators appear to have performed at least as well on the Air Crew Aptitude Tests as the classroom teachers, and perhaps somewhat better, but the differences between these two groups are not statistically significant for any test.

It is not surprising to find that the college teachers did better than the elementary and high school teachers on practically all of the tests that have any intellectual flavor to them. It would be rather odd if this were not the case.

Satisfactions and Frustrations. The next main section of our report has to do with the sources of satisfaction with the occupation of teaching on the one hand and of dissatisfaction and frustration on the other. These results are shown in Tables 5, 6 and 7. Table 5 shows the frequency with which five elements were reported as being major satisfactions for each of the three groups of individuals still in teaching. The two factors that were most frequently mentioned are "having many contacts with young people" and "working with books and ideas." It is not surprising that the first of these was mentioned more often by those working in college teaching. Relatively few mentioned the long vacations and free time as a source of satisfaction, perhaps in part because they found it necessary to take some form of employment during those vacations in order to make a satisfactory annual income. Only about a third mentioned respect by the people of the community as a source of satisfaction, and this is consistent with a later indication that lack of this factor is also one frequently mentioned as a source of dissatisfaction with work in teaching.

Table 6 provides information on the frequency with which different sources of dissatisfaction or frustration in teaching were mentioned. First place goes without any question to a concern for pay. About 40% of the group reported low pay as a major source of dissatisfaction to them, and another 40% or more reported this as a minor dissatisfaction. Running a fairly close second was the number of nonteaching duties teachers find they must carry, along with the actual work of teaching their classes. Close behind this came concern with large classes and overcrowded rooms. Teachers in the public schools found lack of interest and disciplinary problems among their pupils a frequent source of concern. Factors mentioned by five to ten per cent of the teachers were: school board or community interference, difficulty in working with principal or supervisor, lack of opportunity for promotion, and lack of intellectual stimulation.

In spite of their dissatisfactions and frustrations, most of those who were still in teaching in 1959 appeared to be fairly definitely committed to the occupation for the future. The responses to a question on this point were as follows:

	Classroom Teachers	Administrators	College Teachers
Almost certain to remain in education for my life career	54.7%	70.3%	59.3%
Will probably continue in education, as far as I can tell	35.2	26.3	33.3
Undecided as to whether or not to continue in education	5.7	0.0	4.9
Seriously considering switching to some other type of work	4.5	3.4	2.5

Turning now to those who had left the field of teaching, we see in Table 7 the reasons that they reported for their decision to leave the field and seek some other type of work. Once again, first rank in their choice of reasons was given to the fact that pay in teaching was too low. Following closely behind this was the opportunity to embark upon some other good job. These two factors probably interact in that the person who is dissatisfied with the pay in teaching is eager to seize another good job opportunity when it offers itself. Lack of opportunity for a promotion ran a poor third to the two reasons mentioned above. A number of other factors were mentioned as influential by from five to ten per cent of those filling out the questionnaire.

It is interesting to note that less than 10% of those who left the field of teaching mentioned dislike for teaching as a major reason, and very few indeed indicated having left the field because they felt they were not very good at teaching. One does not know how insightful these judgments were. However, if we accept them at face value it appears that lack of interest or of ability were rarely factors causing teachers to leave the profession.

A certain amount of nostalgia for the role of teacher is shown by those who had left teaching. In response to the question "How do you <u>now</u> feel about returning to teaching?", responses were as follows:

	Ex-school Teachers	Ex-college Teachers
Wouldn't consider it under any circumstances.	23.4%	11.5%
Sometimes I think I might if conditions were improved.	47.5	46.2
Would like to get back into teaching sometime.	25.3	34.6
Definitely plan to teach again.	3.8	7.7

One further question was asked of both present and past teacher groups. The teachers were asked: "What do you feel would be most important in getting men into education and keeping them there?" The ex-teachers were asked: "What would be most important in getting you back into teaching?" The free responses of the men were coded and classified. As many as four codes were recorded for a given man, if he indicated as many as four different factors. The categories of response and the frequency with which each was given are indicated in Table 8. (Since each man could mark several responses, the totals add up to more than 100%.)

Once again, financial considerations seemed to swamp out all others. This factor was mentioned by 80 to 90% of those still in education as either teachers or administrators. It was the factor most frequently mentioned by those who had left teaching. The next most frequent category was one dealing with working conditions. Included in this category were such things as class size, materials and equipment, and extra nonteaching duties. Third place in most groups went to the category designated "status", and was a reiteration of the feelings expressed in the structured questions that the role of the teacher in the community is now a less respected one than it has been in the past. Factors mentioned by smaller percentages of the respondents include opportunities for advancement, various types of fringe benefits, a higher quality of personnel in the schools as associates and supervisors, better opportunities to work for advanced degrees, and a wide range of personal considerations and miscellaneous factors.

The total teacher group was divided on two bases to see whether factors could be identified which relate to sources of satisfaction or dissatisfaction.

One basis of classification was reported income. The top half of the group in terms of reported income was compared with the bottom half. It is not surprising to find that more of those with high income reported pay and other benefits as a source of satisfaction and more of those with low income reported low pay and large classes and overcrowded rooms as sources of dissatisfaction. Furthermore, more of those with a high income indicated a strong commitment to continue in education as a permanent career. None of the other differences between the groups were statistically significant.

A second comparison was made between those who were in the top half of the total group in terms of reading comprehension score and those who were in the bottom half on reading comprehension. It was thought that perhaps the sources of satisfaction of the abler individuals might be different from those for the intellectually less able. However, no statistically significant differences were found between the two halves of the group classified in terms of this test performance. Apparently, satisfactions and dissatisfactions are common for teachers at all levels of ability, and differences in ability level within the group are not an important factor in differentiating the sources of satisfaction or dissatisfaction in the teaching profession.

Summary

A study was made of 250 classroom teachers, 126 school administrators, 82 college teachers, 172 ex-school teachers and 28 ex-college teachers, all of whom had taken a common battery of aptitude tests in the Air Force in 1943. It was found that those who left public school teaching had been significantly superior

to those who were still classroom teachers on tests of reading comprehension, arithmetic reasoning, and mathematics. There was a suggestion of similar differences between those who had left and those who had remained in college teaching. The higher ability of the nonteachers was paralleled by higher income.

The primary dissatisfaction of the teacher group was with pay. Other focal points of concern were inadequate status, duties other than teaching, and lack of interest by pupils. The general pattern of concerns and satisfactions was much the same for the different teacher groups, and was not related to intellectual ability as indicated by 1943 test results.

Table 1

Subjects Taught by Elementary and Secondary School Teachers

Subject	Number
Science, Mathematics	56
English, Languages	12
Social Studies	26
Art, Music, Graphics	17
Industrial Arts, Shop	35
Business, Commercial	8
Physical Education	31
Vocational Agriculture	9
Driver Education	4
Guidance Counselor	10
Elementary Education	39
Other	3

Table 2

Subjects Taught by College Teachers

Subject	Number
Physical Science, Biological Science, Mathematics	8
Engineering	7
Agriculture, Forestry	6
English, Languages	5
Speech, Dramatics	5
Art, Music	8
History, Economics, Philosophy, etc.	12
Accounting, Business Administration, Marketing	6
Psychology, Education	6
Physical Education	10
Other	9

Table 3

Monthly Income Reported by Different Occupational Groups

Monthly Income	Classroom* Teachers	Administrators*	Ex-Classroom Teachers	College Teachers*	Ex-College Teachers
$1500 and over			4	1	4
1000 - 1495		5	10	2	2
900 - 995		0	3	1	4
800 - 895	1	7	14	5	4
700 - 795	2	13	16	10	4
600 - 695	21	39	34	20	4
500 - 595	76	34	35	25	0
400 - 495	103	19	22	9	0
300 - 395	35	4	12	4	2
Under 300	9	2	3	0	1
Not reported	3	3	19	2	4
Median	$475	$605	$610	$600	$835

* Teaching salary allocated on monthly basis over 12-month year.

Table 4

Mean Standard Scores of Teachers and Ex-Teacher Groups on Aircrew Aptitude Tests

	Classroom Teachers	Administrators	Ex-Classroom Teachers	College Teachers	Ex-College Teachers
Reading Comprehension	-13	11	14	49	78
Mechanical Principles	-22	-10	- 4	10	39
Dial & Table Reading	- 2	5	4	39	54
Spatial Orientation II	- 4	- 4	- 2	21	4
Spatial Orientation I	- 3	1	- 8	32	23
Numerical Operations I	11	4	0	31	35
Numerical Operations II	7	5	15	40	61
Biographical Data-Pilot	-28	-40	-22	-25	-39
Biographical Data-Navigator	7	18	21	17	50
Speed of Identification	- 3	- 4	- 9	24	22
General Information-Navig.	1	21	15	68	80
General Information-Pilot	-29	-16	-17	- 5	1
Arithmetic Reasoning	-10	5	18	56	106
Mathematics	- 9	13	23	67	95
Rotary Pursuit	4	16	- 1	-20	-40
Two Hand Coordination	-12	-20	-18	-17	-20
Complex Coordination	- 4	-19	-14	17	- 5
Aiming Stress	-10	-17	-18	5	1
Discrimination React. Time	- 2	0	9	40	40
Finger Dexterity	7	- 1	- 9	9	6
N	241	117	165	76	23

Table 5

Sources of Major Satisfaction in Teaching

Percents of teachers, administrators, and college faculty checking each of five sources as a major satisfaction

	Classroom Teachers	Administrators	College Teachers
a. Many contacts with young people.	83.7%	90.5%	75.0%
b. Long vacations and free time.	29.6	18.4	32.1
c. Working with books and ideas.	65.4	68.7	81.5
d. Respected by people in the community.	30.5	50.4	32.0
e. Satisfactory pay and other benefits.	41.9	26.1	20.0

Table 6

Major Sources of Dissatisfaction and Frustration in Teaching

Percents of teachers, administrators and college faculty checking each of eleven sources of dissatisfaction

Source of Dissatisfaction	Classroom Teachers	Administrators	College Teachers
a. Too many duties other than actual teaching.	34.9%	26.6%	23.8%
b. Don't really care for teaching.	0.4	0.0	1.3
c. School board or community interference.	10.1	5.7	2.6
d. Principal or supervisor difficult to work with.	7.9	3.9	5.1
e. Pay too low.	44.6	40.2	38.8
f. Large classes and overcrowded rooms.	33.6	22.2	22.8
g. Pupils not interested in learning; disciplinary problems.	25.7	11.6	11.7
h. Lack of materials and equipment for teaching.	14.6	14.0	11.5
i. No chance for promotion.	11.8	9.4	10.3
j. No intellectual stimulation.	5.0	2.8	3.8
k. Can never get completely away from kids.	2.1	9.3	1.3

Table 7

Reasons for Leaving Teaching

Percents of ex-school and ex-college teachers checking each of fourteen factors.

Reasons for Leaving Teaching	School teachers		College teachers	
	Major reason	Minor reason	Major reason	Minor reason
a. Too many duties other than actual teaching.	11.3%	26.0%	16.0%	8.0%
b. Found I didn't really like classroom teaching.	8.2	9.5	8.0	8.0
c. Schoolboard or community interference with my work.	5.4	14.3	4.0	4.0
d. Principal or supervisor was difficult to get along with.	11.0	14.4	4.0	8.0
e. Pay was too low.	66.7	18.2	59.3	22.2
f. I wasn't very good at teaching.	2.7	11.5	4.0	12.0
g. Classes too large and rooms crowded.	9.5	16.9	4.0	12.0
h. Had a chance at another good job.	59.1	11.0	52.0	24.0
i. Pupils not interested in learning; disciplinary problems.	8.7	26.7	4.0	24.0
j. Materials and equipment for teaching were lacking.	5.4	23.8	0.0	12.0
k. No chance for promotion.	24.8	23.5	20.0	16.0
l. No intellectual stimulation.	10.9	9.5	4.0	20.0
m. Could never get away from kids.	1.4	8.8	0.0	4.0
n. Found the indoor work too confining.	2.1	17.8	4.0	12.0

Table 8

Factors Mentioned as Important for Getting Self (or Other Men) into Education and Holding Them There

	Classroom Teachers	Administrators	Ex-Classroom Teachers	College Teachers	Ex-College Teachers
1. Salary	86.8%	89.9%	57.6%	82.3%	53.6%
2. Advancement	6.8	13.4	4.6	7.3	10.7
3. Benefits	10.0	8.4	3.5	8.5	10.7
4. Working conditions	29.2	24.4	1.7	26.8	32.1
5. Status	19.6	18.5	9.9	22.0	3.6
6. Better school personnel	3.6	2.5	3.5	3.7	3.6
7. Living conditions	0.0	0.0	1.7	0.0	0.0
8. Personal considerations	4.0	1.7	5.2	0.0	28.6
9. Factors related to teacher education	10.4	14.3	5.8	14.6	0.0
10. Miscellaneous	8.4	10.9	18.6	14.6	17.9
No response	3.6	2.5	22.1	7.3	7.1

Study of Postwar Education and Employment

Questionnaire on Work in Education

Name _____ Address _____

_____

1. What is your present job?

   a) Job Title _____ b) Monthly pay _____

   for _____ months

   b) Have been in this job since _____

   c) Description of duties _____

_____

2. Please list any other full-time jobs you have held between 1955 and the present.

Job Title	Employer	From	To	Monthly Pay

NOTE: If you are now working in education, please answer questions 3 through 6.

If you are not now employed in education, please skip directly to question 7 and answer questions 7 through 9.

To be answered by those now working in education.

3. How firmly committed are you to education as a career for you? (Check one)

_____ a) Almost certain to remain in education for my life career.

_____ b) Will probably continue in education, as far as I can tell now.

_____ c) Undecided as to whether or not to continue in education.

_____ d) Seriously considering switching to some other type of work.

4. Which of the following make education a satisfying field for you? For each, please check the column that best expresses your feeling.

	An important satisfaction	A minor satisfaction	Not a source of satisfaction
a) Many contacts with young people.			
b) Long vacations and free time.			
c) Working with books and ideas.			
d) Respected by people in the community.			
e) Satisfactory pay and other benefits.			
f) Others (please specify just what).			
_____			
_____			
_____			

5. Which of the following have made your work in education dissatisfying or frustrating? For each, please check the column that best expresses your feeling.

	An important dissatisfaction	A minor dissatisfaction	Not a source of dissatisfaction
a) Too many duties other than actual teaching.			
b) Don't really care for teaching.			
c) School board or community interference.			
d) Principal or supervisor difficult to work with.			
e) Pay too low.			
f) Large classes and overcrowded rooms.			
g) Pupils not interested in learning, or disciplinary problems.			
h) Lack of materials and equipment for teaching.			
i) No chance for promotion.			
j) No intellectual stimulation.			
k) Can never get completely away from kids.			
l) Other (please specify)			
_____			
_____			
_____			

6. What do you feel would be most important in getting men into education and keeping them there?

_____

_____

_____

To be answered by those no longer in education.

7. Why did you leave the field of education? For each of the following, please check how important the factor was in influencing your decision.

	Major factor	Minor factor	Not a factor
a) Too many duties other than actual teaching.	____	____	____
b) Found I didn't really like classroom teaching.	____	____	____
c) Schoolboard or community interference with my work.	____	____	____
d) Principal or supervisor was difficult to get along with.	____	____	____
e) Pay was too low.	____	____	____
f) I wasn't very good at teaching.	____	____	____
g) Classes too large and rooms crowded.	____	____	____
h) Had a chance at another good job.	____	____	____
i) Pupils not interested in learning, or disciplinary problems.	____	____	____
j) Materials and equipment for teaching were lacking.	____	____	____
k) No chance for promotion.	____	____	____
l) No intellectual stimulation.	____	____	____
m) Could never get away from kids.	____	____	____
n) Found the indoor work too confining.	____	____	____
o) Other (please specify)			
_____	____	____	____
_____	____	____	____
_____	____	____	____

8. How do you <u>now</u> feel about returning to teaching? (Check one)

_____ a) Wouldn't consider it under any circumstances.

_____ b) Sometimes think I might if conditions were improved.

_____ c) Would like to get back into teaching sometime.

_____ d) Definitely plan to teach again.

9. What would be most important in getting you back into teaching?

_____

_____

_____

PLEASE ADD ANY COMMENTS YOU CARE TO

* 3193 (3)